



Fish out of water

If you fancy yourself on logic—or verbal reasoning in the jargon that they serve up to schoolchildren—perhaps you would like to try the following question: "If all fish can swim, and sharks can swim, underline the one following sentence which must then be true: (a) Sharks eat small fish. (b) Fish swim in the sea. (c) Sharks are dangerous. (d) Sharks are fish."

The question comes from a printed verbal reasoning paper used in ILEA junior schools, and supplied by the National Foundation for Educational Research. One boy who innocently took the paper home (though he almost certainly was not intended to) had underlined (d) and had it marked correct.

The paper was being used as a trial run for the V.R. tests which ILEA use for bundling pupils so that they can, in theory, get a fair spread of ability through all comprehensive schools.

Obviously all those cautionary travellers' tales from the United States about the consequences of open testing are not too far off.

Not that anyone's future necessarily hangs on it in ILEA where, owing to the Catch-22 nature of bundling, a band one rating is by no means a band two rating. It is the school of your choice, so it may not matter too much whether you get the right answer to a question to which there is no right answer.

Balancing act

The new chief of the much pruned and even more demoralized British Council will arrive at his post in May, hotfoot from the Department of Trade, bearing a message of economic realism.

Mr John Burgh, CB, who is now a deputy secretary of the department, says he deplores the second round of cuts now being inflicted on the council and feels it is a very unquantifiable loss to have such a high quality of work as that of the British Council.

But the British Council is obviously facing a period of severe economic restraint. It is essential, he says, that the council should have the right priorities and do everything in its power to generate more of its own revenue.

This could be an uphill struggle. Although the council has increased its self-generated income, four times over the last five years, it still earned only £12m in 1979-80. And its expenditure does not always follow carefully laid financial plans—Iran, for example,



John Burgh: deplores the second round of cuts on the British Council.

was one of the countries where English teaching brought in a healthy sum before revolutionary Islamic fervour swept this particular source of income away.

But on paper at least John Burgh seems suited to the task of bringing the council's books more into balance. A product of LSE, he joined the Civil Service in the Colonial Office, the Department of Economic Affairs and the Department of Prices and Consumer Protection. He has been deputy chairman of the Community Relations Commission and, ironically, spent several years in the early 1970s as deputy head of the Central Policy Review Staff—the very body that later suggested that the British Council could happily sink in the West without notice or loss.

For his five-year appointment as director-general John Burgh, who is 53, steps into the shoes of Sir John Llewellyn, who is retiring with regret, despite the difficult times looming ahead.

Within the council there are mixed views on the new "DG." He is a man who knows his Whitehall, and who is a good mover now. On the whole he is seen as a good thing," said one staff member. But another shrugged ruefully and said, "To be honest we're being hit so hard from every direction at the moment that we don't know what we think about anything any more."

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North says no

Dick North, left-wing National Union of Teachers' executive member from Inner London, is finding himself championed in some strange quarters these days.

His name has been put forward to fill a long-standing vacancy for a teachers' representative on the Inner London Education Authority's education committee.

Nothing strange in that, you might think. After all he is very active in the NUT, although his membership of Rank and File does not make him too popular with his leaders. The point is, though, the nomination was made by the rival National Association of Schoolmasters/Union of Women Teachers.

Normally, of course, he would have been delighted to take up the seat as he has campaigned for the two NUT representatives on the committee to take a much tougher line against the cuts.

However, he said of the honour: "I couldn't seriously accept NAS nomination although I was a little bit tempted. For years as a union they've recruited on the basis of its militancy against women and have been the main purveyors in favour of corporal punishment—two things I am diametrically opposed to them on."

An LEA spokesman said: "One of the problems appears to be that the NAS will not let the other nominations (the London Head Teachers' Association, the Secondary Heads Association and Assistant Masters and Mistresses Association) have a say in who the NAS representative should be."

But they still does not quite explain why the NAS-UWT should have come up with Mr North's name to fill the vacancy.

Mr Gerry Lee, London executive member of the NAS-UWT, said: "Every time we put a nomination forward the other minority unions come up with their own nomination and so you always had four nominations for these places. It was stalemate and we felt that the fighting had been going on for ages."

"There are some things Mr North does which are quite acceptable and some things we consider unacceptable but that is true of the NUT as a whole. We don't mind throwing



What's "the thin end of the wedge?"

Parodists lost, parodists regained

Many aspects of life today are so absurd that they exceed in absurdity the most extravagant burlesque. All too often events and announcements seem, so bizarre have they become, to be burlesquing themselves.

Purporting to be the traditional safety-valve through which we can, in the temporary guise of a dead author, blow off our indignation about a living abuse. However, as the trigger for parody multiply, the onsets for it diminish. Twenty years ago there were no fewer than five periodicals running regular weekly literary competitions that gave their readers the opportunity to scold either a classic author or a contemporary irritant—or both. Now only two such competitions persist, those in *The New Statesman* and *The Spectator*.

Such scarcity is one of our reasons for launching our own literary competition. One month to start with the first to be set in next week's issue (March 7), at the foot of this page. Competitors will be given twelve days to compose their entries and to get them to us. The judge's report, with the winning entries (plus the details of the next competition set) will be published.

His name was put forward as a last desperate attempt to sort out a three-year wrangle over who should fill the vacancy on the education committee.

Traditionally, there are five teacher representatives on the committee—two from further and higher education, two from the Inner London Teachers' Association of the NUT and a fifth member who should come from the ranks of the numerically less strong teachers' organizations.

Between 1970 and 1977, this post was quite happily filled by an NAS representative and since then the LEA has tried to mediate between the smaller teacher unions to get the post filled.

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- Teachers on strike: how a turbulent week in London will affect the country.
- Exam reform: Peter Newell reports on some moves in Australia.
- Carefully through a field: a step-by-step plan how to set up a computer studies, by A. K. Newman and Geoffrey Croft.
- W. H. Auden: David Holbrook reviews Charles Johnson's controversial new biography.
- Jeremy Treglown on a stoppage: Robert Fox on Hugh Thomas's latest history of the North Atlantic.
- Myra Bairs on Oriental tales.
- Andrew Davies reviews the week's television.

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Cherpy pupil at Highbury Grove School, north London, centre of a merger wrangle. Full report, page 9.

Pay split for primaries urged on Clegg team

Teacher unions and employers will meet Professor Hugh Clegg on Monday to discuss the conclusions of the pay comparability study. In a parting shot, the employers—who have already tried

to cast doubt on the reliability of the exercise—have sown the seeds of a scheme for separate rates of pay for primary and secondary school staffs. Stephen Cohen reports.

Building rules system to be revised

by Biddy Passmore

Big changes in the system for approval of school buildings and in the regulations governing such details as the amount of play space per pupil are being drawn up in the Department of Education and Science. It is widely felt that changes in building regulations are long overdue.

The moves are part of the Government's package to relax central control over local government and to reform cumbersome procedures. L.E.A.s have to present drawings for new buildings or adaptations to HM Inspectors at an early stage to make sure they comply with the building regulations. And they must gain the Education Secretary's approval for each project separately. Local officials consider this an absurd waste of time, especially as they already consult local specialists.

Under the new streamlined arrangements to be outlined in a letter from the DES in the next two weeks—approval will be quicker in all cases and automatic in some. For example, if the building project is within 10 per cent of the DES's cost guide, the Local Education Authority will be able to verify that the required standards have been met. The plans will not then have to go to the department for approval.

The changes have been drawn up by a small working party including representatives of the local authority associations. "It should make things quicker, more efficient and less onerous," the Association of Metropolitan Authorities said. "Many of the people in the field feel they could spend much less time on completing the regulations."

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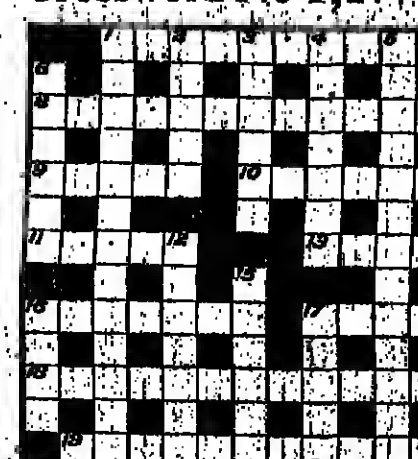
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Crossword No 1,177



Across

- 1 No mode for the Ex. (5)
- 2 Not subject to a punishment (5)
- 3 Export with evasive footwork (5)
- 4 One bio only for this (5)
- 5 Called from mirrors (5)
- 6 Not subject to a punishment (5)
- 7 Export with evasive footwork (5)
- 8 One bio only for this (5)
- 9 Called from mirrors (5)

Down

- 1 Relatively shared (5)
- 2 Relatively shared (5)
- 3 Relatively shared (5)
- 4 Relatively shared (5)
- 5 Relatively shared (5)
- 6 Relatively shared (5)
- 7 Relatively shared (5)
- 8 Relatively shared (5)
- 9 Relatively shared (5)

Chess

Decentralisation is all

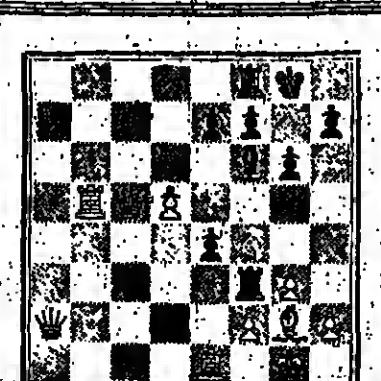
The importance of the centre in chess cannot be overemphasized. It is through the centre that any action must be undertaken on either flank and only control of the centre can permit the pieces to pass to and fro over the board freely and without let or hindrance.

Since, in either attack or defence, one needs to have the pieces firmly based in the centre, it follows that if the pieces are far away from the centre, either through the voluntary wish of the player or else through compulsion, then the player with the pieces so decentralized is at a great disadvantage. He can neither defend nor attack with any hope of success, and must rely on his defensive manoeuvres without being able to interfere.

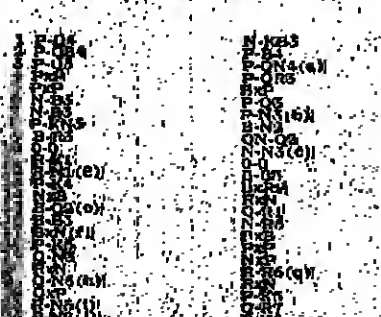
Pieces that are particularly affected by this decentralization are the Knight and the Queen. The Knight, being a slow-stepping piece, has great difficulty in becoming centralized once it has departed the centre. While the Queen moves among pieces so it is initially "home" multiplied a hundredfold once it reaches the centre.

All the more marked is the lessening of its powers once it becomes decentralized, as occurred to the following Queen which was played at North's last year.

White: I. Furgus; Black: R. Kneek; Volga Gambit.



Positions after 24 BND



(a) A gambit that allows Black to develop his QB quickly and one that is well worth the pawn.

(b) The natural development for the King's Bishop in this position in

view of the claim of some that it is its way on the other side of the Bishop becomes all the more interesting to see how the game proceeds.

(c) A good manoeuvre by White from playing Q-B3 to B-Q1.

(d) Too slow! Better as 12... B-N3.

(e) 12... P-K4, KN-Q1, B-N3, B-N4, B-N5, B-N6, B-N7, B-N8, B-N9, B-N10, B-N11, B-N12, B-N13, B-N14, B-N15, B-N16, B-N17, B-N18, B-N19, B-N20, B-N21, B-N22, B-N23, B-N24, B-N25, B-N26, B-N27, B-N28, B-N29, B-N30, B-N31, B-N32, B-N33, B-N34, B-N35, B-N36, B-N37, B-N38, B-N39, B-N40, B-N41, B-N42, B-N43, B-N44, B-N45, B-N46, B-N47, B-N48, B-N49, B-N50, B-N51, B-N52, B-N53, B-N54, B-N55, B-N56, B-N57, B-N58, B-N59, B-N60, B-N61, B-N62, B-N63, B-N64, B-N65, B-N66, B-N67, B-N68, B-N69, B-N70, B-N71, B-N72, B-N73, B-N74, B-N75, B-N76, B-N77, B-N78, B-N79, B-N80, B-N81, B-N82, B-N83, B-N84, B-N85, B-N86, B-N87, B-N88, B-N89, B-N90, B-N91, B-N92, B-N93, B-N94, B-N95, B-N96, B-N97, B-N98, B-N99, B-N100, B-N101, B-N102, B-N103, B-N104, B-N105, B-N106, B-N107, B-N108, B-N109, B-N110, B-N111, B-N112, B-N113, B-N114, B-N115, B-N116, B-N117, B-N118, B-N119, B-N120, B-N121, B-N122, B-N123, B-N124, B-N125, B-N126, B-N127, B-N128, B-N129, B-N130, B-N131, B-N132, B-N133, B-N134, B-N135, B-N136, B-N137, B-N138, B-N139, B-N140, B-N141, B-N142, B-N143, B-N144, B-N145, B-N146, B-N147, B-N148, B-N149, B-N150, B-N151, B-N152, B-N153, B-N154, B-N155, B-N156, B-N157, B-N158, B-N159, B-N160, B-N161, B-N162, B-N163, B-N164, B-N165, B-N166, B-N167, B-N168, B-N169, B-N170, B-N171, B-N172, B-N173, B-N174, B-N175, B-N176, B-N177, B-N178, B-N179, B-N180, B-N181, B-N182, B-N183, B-N184, B-N185, B-N186, B-N187, B-N188, B-N189, B-N190, B-N191, B-N192, B-N193, B-N194, B-N195, B-N196, B-N197, B-N198, B-N199, B-N200, B-N201, B-N202, B-N203, B-N204, B-N205, B-N206, B-N207, B-N208, B-N209, B-N210, B-N211, B-N212, B-N213, B-N214, B-N215, B-N216, B-N217, B-N218, B-N219, B-N220, B-N221, B-N222, B-N223, B-N224, B-N225, B-N226, B-N227, B-N228, B-N229, B-N230, B-N231, B-N232, B-N233, B-N234, B-N235, B-N236, B-N237, B-N238, B-N239, B-N240, B-N241, B-N242, B-N243, B-N244, B-N245, B-N246, B-N247, B-N248, B-N249, B-N250, B-N251, B-N252, B-N253, B-N254, B-N255, B-N256, B-N257, B-N258, B-N259, B-N260, B-N261, B-N262, B-N263, B-N264, B-N265, B-N266, B-N267, B-N268, B-N269, B-N270, B-N271, B-N272, B-N273, B-N274, B-N275, B-N276, B-N277, B-N278, B-N279, B-N280, B-N281, B-N282, B-N283, B-N284, B-N285, B-N286, B-N287, B-N288, B-N289, B-N290, B-N291, B-N292, B-N293, B-N294, B-N295, B-N296, B-N297, B-N298, B-N299, B-N300, B-N301, B-N302, B-N303, B-N304, B-N305, B-N306, B-N307, B-N308, B-N309, B-N310, B-N311, B-N312, B-N313, B-N314, B-N315, B-N316, B-N317, B-N318, B-N319, B-N320, B-N321, B-N322, B-N323, B-N324, B-N325, B-N326, B-N327, B-N328, B-N329, B-N330, B-N331, B-N332, B-N333, B-N334, B-N335, B-N336, B-N337, B-N338, B-N339, B-N340, B-N341, B-N342, B-N343, B-N344, B-N345, B-N346, B-N347, B-N348, B-N349, B-N350, B-N351, B-N352, B-N353, B-N354, B-N355, B-N356, B-N357, B-N358, B-N359, B-N360, B-N361, B-N362, B-N363, B-N364, B-N365, B-N366, B-N367, B-N368, B-N369, B-N370, B-N371, B-N372, B-N373, B-N374, B-N375, B-N376, B-N377, B-N378, B-N379, B-N380, B-N381, B-N382, B-N383, B-N384, B-N385, B-N386, B-N387, B-N388, B-N389, B-N390, B-N391, B-N392, B-N393, B-N394, B-N395, B-N396, B-N397, B-N398, B-N399, B-N400, B-N401, B-N402, B-N403, B-N404, B-N405, B-N406, B-N407, B-N408, B-N409, B-N410, B-N411, B-N412, B-N413, B-N414, B-N415, B-N416, B-N417, B-N418, B-N419, B-N420, B-N421, B-N422, B-N423, B-N424, B-N425, B-N426, B-N427, B-N428, B-N429, B-N430, B-N431, B-N432, B-N433, B-N434, B-N435, B-N436, B-N437, B-N438, B-N439, B-N440, B-N441, B-N442, B-N443, B-N444, B-N445, B-N446, B-N447, B-N448, B-N449, B-N450, B-N451, B-N452, B-N453, B-N454, B-N455, B-N456, B-N457, B-N458, B-N459, B-N460, B-N461, B-N462, B-N463, B-N464, B-N465, B-N466, B-N467, B-N46



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Two and a half cheers for the new microchip package

Two-and-a-half cheers for the Government's decision to revive the Labour Government's plan to encourage an awareness of microelectronics in schools and colleges. Barely had the last government announced it was to spend £12.5m over five years when it fell from office.

For illogical reasons the new members were likely to view the programme with caution, so it is to Mr Carlisle's credit that he has been able to rescue £9m of it from the financial butchery of recent months.

Of course, there is little doubt that looking back in 50 years' time, historians will attach rather more significance to the measures the Government took in response to the micro age than in whether school meals went up by 15p or not. But if £9m over four years seems contemptibly small compared with what our commercial competitors are planning, it should be realized that in the early stages of this sort of programme the sum of money is less important than the manner in which it is spent.

The Government has sensibly not tried to follow the French and aim to install a microcomputer in every secondary school (£12.5m might buy about two a school). Instead it is emphasizing the teacher training, curriculum development, and coordination of software (computer-assisted learning programmes) which are an essential preliminary if the assorted keyboards and screens are not to end up in the back of school cupboards.

The two junior ministers responsible, Janet Young and Neil Macfarlane, did their homework well. They visited schools and pioneering local authority centres such as Hertfordshire's Advisory Unit for

Computer-based Education, and soon recognized that the hardware, the machines themselves, were not the problem. For a secondary school one of the new cheap microcomputers such as the Research Machines 380Z, is no more expensive than some special piece of sports equipment, and it is just the kind of prestige item that parent-teacher associations are already paying for in some schools.

In the few authorities which seem to be taking the subject seriously, such as ILEA, Birmingham, and Hertfordshire, most schools already have a microcomputer or at least a terminal linked to a central mainframe computer. Ideally (if teaching with and about computers is not

to be restricted to a computer studies ghetto) their use in routine history, geography or economics teaching, for example, is to be encouraged, so schools may in due course need several machines. But that can wait.

Much more urgently needed is some control guidance and coordination to help sort out the muddle of unrepeatable machinery and duplicated effort that has been the inevitable result of spontaneous growth. Schools need to know which machines to buy (is Clive Sinclair's new cheapie worth having, for example?), and more importantly they need standards by which they can measure computer-assisted learning packages they buy in, or produce for their own use.

Much of the home-made material results of hours of spare-time work, inadequate to be of any use outside school. But the real software breakthrough will only come when it is of enough quality, and technology is being used on all commercial products to be distributed widely.

Setting such standards will be the first jobs facing the new director of the schools microelectronics programme. Though background work has been done by bodies like the Council for Educational Technology and by Schools Council Computers in the curriculum project.

So for the Government has been about saying how the money is split between the various priorities waiting for bids. Perhaps the most important of all is the speed with which courses are set up, so that as teachers as possible (including teachers) can return to their schools and spread the gospel.

The weakness of the approach is that the Government has done nothing to encourage the lazy or sceptical local education authorities, or to encourage educational fad but something to encourage every child to know and understand. In years to come, a life skill as basic literacy and numeracy might be set up regional departments of the country with a postmaster (such as the North East), funded by the local authorities and the Government programme.

£9m micro scheme aims to fight apathy

Philip Veunling

One of 47 local authorities that took part in a survey on computer education have no plans to introduce computers into their schools, according to a survey by the Council for Educational Technology.

Of 47 local authorities that took part in a survey, only three had no plans to introduce computers into their schools, according to a survey by the Council for Educational Technology.

The survey, which was carried out by the Council for Educational Technology, found that 44 out of 47 local authorities had plans to introduce computers into their schools.

The survey was carried out by the Council for Educational Technology, which is a non-profit-making organization that promotes the use of computers in education.

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Students press for 36% grants rise

The National Union of Students was due to meet Dr Rhodes Taylor, Minister responsible for higher education, yesterday to press the claim for a 36 per cent rise in student grants.

The NUS is asking for a 36 per cent rise in student grants, which would take the total to £1,700 a year outside London from £1,245.

The Education Secretary has already dismissed the students' 36 per cent claim as "unrealistic". However, he may be more sympathetic to two other NUS demands. One is to treat students as independent of their parents and therefore eligible for a full grant—if they have supported themselves for more than two years instead of the present three.

Second, students want an extension of mandatory awards to cover certain advanced vocational qualifications, such as low examinations and some medical courses. This has been included in the Labour Government's Bill, but it has been omitted from the Tory Education Bill.

At yesterday's meeting the NUS was expecting to receive some indication of the results of the department's triennial review of student grants, the first in six years. The union suspects that the review has been largely a formality because the government's stance of Treasury ministers will not permit any major improvements.

Members acknowledge that they are unlikely to be promised an end to the means test, even in the long term, but they are hoping for some smaller concessions.

Peace talks collapse as 60 staff walk out

Richard Garner

Peace talks to settle the longest running dispute involving teachers' strike action against cuts collapsed this week as 60 members of the National Union of Teachers walked out of the negotiations.

The talks, which were held in Nottinghamshire, were intended to settle a dispute over pay and conditions.

The NUT members walked out after 10 hours of negotiations.

The talks were held between the NUT and the Local Education Authorities.

The NUT members walked out after 10 hours of negotiations.

Comment



Mrs Warnock in the action tray

Did the Education Secretary, battered by rows about cuts and transport charges, make a New Year's resolution to take three possible decisions every morning before breakfast?

Papers and pronouncements have certainly been flowing from the office of the Education Secretary, but the announcement of legislation to move forward the school leaving age has been long awaited and long awaited, but the announcement of legislation to move forward the school leaving age has been long awaited and long awaited.

her major battle, though it is with the teachers' unions and the TUC Education Committee rather than the DES. When the report recommended, and the unions will not accept, is the payment of special allowances for extra qualifications in special education. If that were accepted, she believes, teachers would be prepared to finance themselves.

It is an argument that leads into the same old debate about whether or not the state should be responsible for the education of all children, or whether it should be responsible for the education of all children, or whether it should be responsible for the education of all children.

ago roared their approval of the slogan "abolish the Schools Council." Only now is the Government's compromise between the realities of government and politics emerging.

The educationalists' underlying decision like the "framework" and the new 16 plus exam standards both depend on large amounts of detailed, practical work in an education system in which none of the few things agreed upon is that no government should try to run it directly itself, some sort of extra-governmental body to undertake essential central servicing functions is more or less inevitable. But neither of the two recent governments felt able to hand over the whole job to a Council, which they had been telling the public was one of the arch-foes of everything that had gone wrong with the education system. Equally, neither was able to do without it.

year." There followed recommendations that probationers be given a reduced salary, should receive support from a sponsor, and should be given a pilot scheme, for further trials.

The unfavourable climate for the probationers' provision was soon apparent when the number of authorities that had agreed to run a pilot scheme, dropped from 20 to 12, but they at least received a three per cent increase in their salaries.

Welcome among local teachers in the probationers' scheme was the fact that a quarter of heads and teachers in primary schools were opposed to the scheme compared with only 10 per cent in secondary schools. This is understandable. The smaller the staff the more the problem when one teacher is out of the classroom.

Local power plea on 16-19s

Local education authorities should be given sweeping new powers if they are to rationalize 16-19 education, the Local Authority Association has told the Macfarlane Committee.

The committee, which is looking at the future of 16-19 education, has been told that local authorities should be given sweeping new powers if they are to rationalize 16-19 education.

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For a pay rise, join YOP

by Mark Jackson

Some young workers are paid less than unemployed youngsters working alongside them under the Government's Youth Opportunities Programme, says a report being prepared for the Manpower Services Commission.

This was revealed in a survey to check allegations that some employers are using YOP youngsters as cheap labour.

A team of investigators from Into Work, a voluntary agency funded by the MSC to help monitor its programme, has found under 18s in Cornwall who are receiving about £20 a week in the YOP scheme, while those over 18s, together with those above a minimum, from the commission.

Powys 'broke law' by collecting transport fees

A Welsh education authority is being accused of breaching the law by collecting more than £17,000 from parents for school transport before it can legally charge.

Powys County Council is now holding the money in its coffers to see what happens to the Education Bill, which is moving through the House of Lords. The row started when the council sent letters out to all parents asking them to pay for school buses by February 25. The new system would actually come into force after April 1.

The Advisory Centre for Education has written to the Welsh Office challenging the legality of the council's request since it still remains illegal to charge for transport under Section 55 of the 1944 Education Act.

Framework for a fightback

Line of last count out over the Government's curriculum plans. The issue is manifest both in the Government's framework for the 16-19 education, and in its written response to the Government's framework for the 16-19 education.

The same objections, that the Government's subject-bound ideas of a common core curriculum are too narrow and incoherent and very specialist, teachers' equipment and exam has been overlooked, were echoed this week in conversation, the Council's broad discussion.

Only a faint pilot light

With the final report on the Liverpool pilot scheme for the induction of probationary teachers (page 8), following last year's Northumberland trial, a similar experiment is being considered. The results of the first year's teaching, an attempt which was undertaken by economic events almost before it had begun.

The impetus came from the James report of 1972. Nothing has impressed, or depressed, us more than the gross inadequacy of the present arrangements for the probationary

No comment

Dear Sir, In our capacity as publicists to express our interest in the Greek translation rights of the Iliad and the Odyssey, we are much obliged if you will give us a reading copy for consideration.

Letter from a Greek translator to the publisher who had published the Iliad and the Odyssey.

Big changes in building regulations

With great precision the proportion of paved to unpaved area in playing spaces and the number of lavatories required for a pupil, and that some of the rules on heating and lighting are simply out of date.

The regulations also take no account of recent changes for the over-16s, such as sixth-form colleges. They need fewer playing fields than conventional schools.

Even more urgent, perhaps, is the barrier the regulations present to the expanding nursery education. The Government wants to encourage local authorities to use the spare space in primary schools created by falling pupil numbers. But many

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Executive members seek right to veto special conference on pay policy

NUT set for power battle on salaries

by Stephen Cohen

The executive of the National Union of Teachers will face fierce opposition when it tries to increase its power over salary policy and diminish the authority of elected delegates at the annual conference in Blackpool over Easter.

The executive is secretly sneaking a motion on to the order paper without any public disclosure. Confidential copies of the union's report on internal finances and subscriptions containing a change in rules have been sent to delegates but most union members have no knowledge of what is proposed in it.

Simply, the executive wants to have the power to call a special conference which has regularly been held to approve or reject the results of the annual pay negotiations.

The union's salary policy—and, because of the NUT's size, the overall claim on behalf of all other unions—is determined a year in

advance at the annual conference. The following year's conference usually ratifies the results. But there have been frequently increasing occasions when a special conference has had to be called to approve the outcome of negotiations, because the talks only ended after the regular Easter annual meeting.

The executive now wants to be able to scrap the special conference and is proposing a change in the union's rules. The amendment has not come forward as a motion from the executive. It is contained in the memorandum from the finance and general purposes committee and will be debated in secret session.

On a strict interpretation, the changes demanded by the executive could mean that salary negotiations could only be ratified by the following year's annual conference.

The existing rule on salaries is that all executive decisions on pay "must be in accord" with the policy as decided by conference except that if at least three-quarters of the executive decide "that circumstances are such" that conference decisions must be disregarded, a special conference has to be called at the earliest opportunity for the executive to get approval.

If delegates agree to the change the rule would abolish special conferences and remove the urgency clause.

A further change would allow the executive itself to ratify a pay deal without consulting the members if at least three quarters of the executive committee so decide.

On a strict interpretation, the amendments would allow the executive to forward income salary negotiations had changed since the rule was first drawn up. "The special conference was held to ratify annual salary deals."

"Talks are now almost continuous. The executive is proposing that the rule should be amended so that it has discretion to decide if a salary conference should be convened."

Mr Frank Harris, a leading figure at the union's annual conference, said last week that the changes would be challenged. They would give the executive the right to be judge and jury, he said.

"This is removing democracy from the union," The North Yorkshire branch of the NUT has already tabled an amendment to delete the executive's plea, he said. Mr Harris, a lecturer at York University, is vice-chairman of the union's advisory committee on teacher education, and a member of the power first conference business committee.

"There will be a lot of opposition to this and it is not all from the extreme Left wing," he said.

Proposals to cut education programmes by 10 per cent are strongly criticised by Mr Judge, chairman of the Broadcasting Council. He said: "It is difficult to see how it can be done without substantial cuts in the curriculum."

The proposals only mentioned the head of radio, television and continuing education would not be subject to proportionate level cuts. They say other radio cuts would be subject to the same principle.

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Please sir, I've not done it yet. You've forgotten to do it on.

10% radio of break pledge BBC told

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Schools Council attacks subject-based curriculum framework

by Bob Doe

The Government's proposals for a subject-based curriculum framework were attacked this week by the Schools Council. The council is against the specific subject approach of the Government's proposals for a subject-based curriculum framework.

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find this surprising because the HMI Secondary Survey has shown that a lack of coherence and balance are among the most serious weaknesses of the curriculum in secondary schools.

The council criticizes, too, the "loose" planning by the DES of teacher training in contrast to the detailed approach wanted in planning the curriculum.

If schools and local authorities are to be accountable for their curriculum they must be able to rely on an adequate supply of appropriately qualified teachers. The Secondary Survey reveals for example that schools are desperately short of science teachers and could at present not provide teaching for all pupils as suggested in the proposals.

Similarly, says the Council, on appropriate examination system would be needed to match the new curriculum.

The question of adequate resources to operate the suggested framework was taken up at a meeting of the Schools Council, which was held in London last week.

Mr Geoffrey Goodall, a headmaster who represents the GCE boards on the committee, said there was a danger that the Government was creating another crisis of confidence in schools by raising unreasonable expectations about what they could achieve. Where were the maths, science, modern languages, and craft teachers to come from or the labs and workshops?

How were schools to fit in everything that was expected of them? The inspectors' checklist was asking teachers to take over completely the role of parents. Teachers did not have time to do the job of family life.

Mr John Tomlinson, the Council Chairman said the proposals were "a very broad curriculum but ended up talking about a very narrow one."

The Schools Council probably will not be part in devising the new curriculum. In spite of the fact that the Schools Council is a body set up by the Government, it is not a government body.

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Headmaster Mr. Brian Pinnis: "The record of the school demonstrates its value."

Rejection of plan seen as victory for parents

Carlisle stops grammar switch

by Richard Garner

This week's decision by the Education Secretary to reject the first plan by a Tory authority in turn a comprehensive school back into a grammar is being heralded as a victory for public opinion over political dogma.

For months parents of children at Erith school in Conservative-controlled Bexley waged a sustained campaign against the council's plan to close the school and replace it with a grammar school and a secondary modern on the two different sites.

Mr Carlisle had given the go ahead to the plan, which was expected to cost up to £300,000 at a time of growing financial restraint, other education authorities would undoubtedly have considered they had been given the green light to submit similar proposals.

In fact, by closely defining the two grounds on which he has refused the proposal, he has neither closed the door to other schemes nor left other Conservative councils with an undue feeling of optimism that their plans are likely to be well received.

Mr Carlisle's second reason for rejecting the plan was that it would harm the educational provision and opportunities for non-selective pupils at the proposed new secondary modern school.

During their campaign, the parents pointed to the academic success rate of the school and the fact that 95 per cent of the pupils leave with at least one public examination certificate compared with 86 per cent nationally.

Mr Pinnis said of the decision to keep the school open: "The record of the school over the past six or seven years conclusively demonstrates its value—something in the order of a third of our academic certificate compared with 86 per cent nationally."

Mr Brian Sims, chairman of Bexley's education committee, announced immediately afterwards he had tendered his resignation. The plan had been his own, drafted by himself last July.

He said the authority was consulting its lawyers, but he doubted whether there were grounds for appeal.

Some libraries face 50% cut in funds

Schools are spending far less on their libraries than the optimum recommended by the National Book League according to a survey conducted among comprehensives in local authorities.

The survey—carried out by school librarians themselves—gives a breakdown of library provision in 100 schools. It shows that some libraries faced cuts in their budgets of more than 50 per cent while the general cut in allowances was only 10 per cent.

They have now formed a pressure group, planning to mount a survey of school libraries in the next few months. It is hoped that the results of their survey are borne out nationwide.

In only one case out of the 27 was a school spending more than the recommended spending level of £3.83 per pupil aged 11 to 16. In the rest, the National Book League, and that was in a school which received special allowances because it had only just opened.

Mrs Pat Lowe, a member of the steering committee of the newly formed School Libraries Group, said: "It showed that libraries were cut much more heavily than other departments in schools and that this was not just an occasional occurrence. Spending per pupil was well below that recommended by the National Book League."

Opportunities for women in education, training and employment do not match female aspirations, says a policy statement published this week by the National Association of Teachers in Further and Higher Education, the authors of the document call for action to improve opportunities.

The education, training and employment of women and girls, NATFHE, Hamilton House, Mableton Place, London WC1R 9BH.

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Contracts pact dangerous

Attempts to reach agreement on teachers' industrial action could provide education authorities with the "biggest boost" since the day of the mid-owners' union leader has said.

In a leaflet issued by the National Association of Schoolmasters/Union of Women Teachers (NASUWT), Casey, the union's general secretary, said: "It is a dangerous game."

He said the union was "in a position to make a decision on whether to accept a contract which would be a disaster for the education system."

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Lecturers may lose jobs in new London University shake-up

by Biddy Passmore

Another radical reorganization of London University—along the lines of the controversial Flowers report on medical schools—could be in the offing with the announcement of a new inquiry.

The nine-man committee, set up this week by Lord Annan, the university's vice-chancellor, is expected to investigate overlapping courses, subjects which attract few students, staff numbers, and lecturers' promotion prospects.

Preserving academic standards will be more important than keeping all staff. Redundancies may therefore be inevitable and Lord Annan has already taken legal advice on the consequences of firing lecturers.

Lord Annan has apparently intended to set up an inquiry of this kind ever since becoming vice-chancellor. He realized that the shrinking school population and the country's economic decline meant hard times for higher education and that it was essential to establish priorities in the university. He considers this particularly important in a federal university like London, where the unplanned reactions of 16 individual institutions to cuts could mean the total disappearance of some subjects.

Now, however, the sudden change in central government policy on overseas students has made the task more urgent. Nineteen per cent of the university's 40,000 students

come from overseas and the university stands to lose £30m out of its annual £120m grant from the University Grants Committee over a three-year period. Government policy is that it should recover the loss through higher fees for overseas students.

The establishment of this committee is being chaired by Sir Peter Swire, a former judge, and is expected to investigate overlapping courses, subjects which attract few students, staff numbers, and lecturers' promotion prospects.

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The establishment of this committee is being chaired by Sir Peter Swire, a former judge, and is expected to investigate overlapping courses, subjects which attract few students, staff numbers, and lecturers' promotion prospects.

Preserving academic standards will be more important than keeping all staff. Redundancies may therefore be inevitable and Lord Annan has already taken legal advice on the consequences of firing lecturers.

Lord Annan has apparently intended to set up an inquiry of this kind ever since becoming vice-chancellor. He realized that the shrinking school population and the country's economic decline meant hard times for higher education and that it was essential to establish priorities in the university. He considers this particularly important in a federal university like London, where the unplanned reactions of 16 individual institutions to cuts could mean the total disappearance of some subjects.

Skills course inquiries flood in

by Diane Spencer

An education campaign launched last week through advertisements in the Times and the Guardian aimed at bringing about a fundamental change in direction away from the traditional academic approach to education, and towards acquiring skills.

The Royal Society of Arts, which is promoting an award scheme to encourage courses based on the approach, says industries are already flowing in from further education colleges, polytechnics, British Gas, National Park, and even the Post Office.

The Campaign for Capability was launched with the publication of a manifesto signed by 100 people from politics, industry, commerce and education. Among the educationists were Lord Tomlinson, chairman of the Schools Council, and chief education officer of Cheshire,

Robert Atkin, CEO of Cadbury, Michael Harrison, CEO of Stiffell, and Peter Nuttall, director of Leeds Polytechnic, and Tyrrell Burgess, a senior manager in the City of London, and a senior manager in the City of London.

The manifesto says that education should spend more time in teaching people skills and preparing them for life outside the education system. The country would benefit from this rebalancing towards education for capability.

It criticizes the specialization of students for higher education who are taught a knowledge of a particular subject but not ways of thinking and working appropriate for use outside the education system. It claims there is no word for the culture, the "German" describe as

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by Rick Rogers

A CEC would have to be served by a full-time staff, with man-

The Liverpool parents' desire to set up a CEC has, like Islington's, grown out of what is seen as the persistent failure of the local authority to consult properly about key educational decisions and a lack of coordination between public services such as education, health and welfare. One common

by Betka Zamovska

After the first three months, it would be optional, involving environmental or social work or, alternatively, if people wanted to do it — "and no one would force anyone to do anything", he said — people could join the Army, the

Mr. Marlowe, the Youth Opportunities Programme could play an important part in the scheme. Mr. Geoffrey Holland, the director of YOP, while sympathizing with Mr. Marlow's views is sceptical. He feels the time has not yet come to establish such a scheme.

by Richard Garner

The move is also being opposed by the newly formed Ealing Three-Five Education Action Group, one of whose members, Mrs Jonny Myers, said: "The vast majority of these children in the borough could have started school in September. In effect, the council is cutting nursery provision by half."



The school meals cuts will include the introduction of a self-financing, cafeteria-type service in

by Bob Doe

As the book is aimed at graduates contemplating a scientific career, "not very braipy" may still rate as comparatively able. But expanding on his views for the *Times* this week, he said first class honours



He views on the education of scientists are in marked contrast to those of many academic scientists. He claims not to have learned anything of importance as an

He writes: "I cannot give clients of any age better than this: the intensity of action that a hypothesis is to be bearing on whether it is or."

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OVERSEAS NEWS

West Germany

Women student numbers rocket to record level

by David Dungworth

The number of women students in West Germany increased strikingly during the past five years. Of the 27,400 new admissions to universities and colleges of similar status in the summer term of 1979, 14,100 were women, a record 41 per cent were women. Their numbers have increased by nearly 100,000 since 1974 and women currently constitute almost 36 per cent of the student population, compared with only 19 per cent in 1950.

Although women now form a growing proportion of the students studying previously male-dominated subjects like economics, journalism and social sciences, and are even making their presence felt in engineering and technology, the majority continue to follow traditionally "female courses" such as art, languages and teacher training. Women make up 46.6 per cent of the students in colleges of art, and 74.9 per

cent of those in colleges and university faculties of education. In spite of deteriorating employment prospects as a result of economic restrictions and falling school rolls, 65 per cent of women students still intend to enter the teaching profession. Repeated warnings by the Länder ministers of education have, however, been mainly responsible for the contraction of 28 per cent in the number of young people enrolling for teacher training courses between 1974 and 1979 when the student population as a whole rose by 26 per cent to its present total of 893,000.

The highest growth rate among women students was in faculties of medicine, where their numbers soared by 77 per cent. This compares with an overall expansion of 14 per cent in the number of medical students, four out of 10 of whom are now women.

Republic of Ireland

Teachers v. television in fresh row over corporal punishment

by John Walshe

Controversy over corporal punishment in Irish schools has blown up once again following claims that some teachers are using excessive physical punishment. The primary teachers' union took the State's national television station to task when it reported on 10 cases in which Education Ministry regulations were allegedly breached.

The union's complaint was that the programme, which was part of a series on the use of punishment in schools, was biased against the "programme" of corporal punishment. It claimed that the programme was biased against the teachers who were being broken in a number of cases. The union also claimed that the programme was biased against the teachers who were being broken in a number of cases.

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Merv Wellington: refusing to speak to students

New Zealand

Minister calls in police to probe leak

by Lindsay Hayes

A full-scale police inquiry is under way in Wellington over the leaking of a confidential Cabinet paper on university funding to the New Zealand students' association.

The inquiry was initiated by Merv Wellington, the Education Minister, who believes the leak contravenes the Official Secrets Act. The Cabinet Expenditure Committee's paper contains details of the Government's five-year block grants for New Zealand's seven universities, including tuition fees, increases and staff cutback plans.

Mr Wellington released the total NZ\$40,300,000 (£278,400,000) allocation, but few further details, such as the names of the universities, were given. He has accused the students' association of leaking the information and refused to speak to them until they stop "playing politics".

The Cabinet paper confirmed his fears that the association was intent on embarrassing the Government. This Government will continue to fund universities to ensure open entry and the smooth running of the system, the Minister said. NZ\$3,300,000 in the coming financial year, but after that the funding will decrease by NZ\$4,000,000 during the remainder of the five years.

The president of the students' association, Mr Simon Wilson, said the Cabinet paper was released to show that the Minister had "distorted the situation by announcing only the small initial increase, but not the subsequent decline". The public had a right to know about the "student's crisis".

The students' claims—derived from the paper of a 76 per cent increase in tuition fees over the next five years and a government plan to cut non-academic staff numbers—have since been proven in official releases.

The students clearly feel they are the target of injustice. Up until now they have paid no tuition fees, but as from the 1981 financial year they will pay 25 per cent of their fees. The remaining 75 per cent will be paid by the Government.

South Africa

'Inferior' education one trigger for black riots

by John Kane-Berman

JOHANNESBURG

South Africa's "inferior" black education system was an indirect cause of the racial violence which erupted in Soweto, Johannesburg's black township, on June 16, 1976. This is one of the conclusions of a judicial commission of inquiry whose report was tabled in Parliament in Cape Town last week.

Conducted by senior judge, Mr Justice Piet Cillie, the inquiry was commissioned by the South African Government.

Judge Cillie's long-awaited findings are the first public official confirmation of a widespread view among South African educationists, black and white.

According to the report, 575 people died in the first eight months of the disturbances, 78 per cent of them as a result of police action. One hundred and thirty-four of the dead were under the age of 18, and 431 schools were damaged or destroyed by arson.

Racial discrimination in general is cited by Judge Cillie as one of the other causes of the "insurrection". The riots originated in bitter resentment among Soweto school children against the Department of Bantu Education's policy of compelling high school pupils to study half the curriculum—including difficult subjects like mathematics—in the Afrikaans language.

Given a choice, the vast majority of pupils and teachers would have chosen English for all their high school subjects. Is the curriculum rule could be suspended, there is no reason why teachers should not be able to teach in their own language. But the department turned a deaf ear to school boards on which black parents were represented.

The education authorities in Soweto at the time said that black pupils did not like the system they could stay away from school because education for blacks was not compulsory in South Africa.

The Cillie report is a critique of what it calls the "totalitarian" attitude of the authorities who created the "insupportable and relentless" atmosphere of "agitation" and "intimidation" were able to exploit the pupils' grievances to organize a boycott of classes, which the police in turn said they were powerless to prevent, precisely because school attendance was not compulsory.

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OVERSEAS NEWS

Jencks's latest book says breeding, not brains, is the key to economic success

Intelligence no way to get ahead in America

Clive Cookson

Who gets ahead? Asks the famous sociologist Christopher Jencks in his latest blockbuster book, *Who Gets Ahead?* There is no simple answer, of course, but the study indicates that being born into the family and getting a college degree are high extremely important factors in determining one's life expectancy.

The study is essentially an extremely thorough reanalysis of five social surveys, including the famous Harvard study of the 1970s, which Jencks explains apologetically as the lack of suitable data for him to exclude women.

Professional social scientists have been puzzled by the fact that the social mobility of the American middle class is so low. Jencks explains that the social mobility of the American middle class is so low.

Looking purely at economic success, the influence of the family is less marked; family background was responsible for 15 to 35 per cent of the variance in men's earnings, the study found.

But Professor Jencks turns out to have an extremely broad definition of "family background": "everything that makes men with one set of parents different from men with a different set of parents".

This definition includes genetic inheritance as well as the demographic factors by which most previous investigators have measured family background—social class, race, parental income and education, family size, and so on. Who gets ahead? Jencks found that standard measures of demographic characteristics explained about two thirds of the overall impact of family background on occupational status and earnings. The remaining third, "unexplained", was due to unmeasured factors, psychological and genetic.

The study found that the influence of most measured background characteristics on occupational status declined somewhat between the early 1960s and early 1970s (one weakness of *Who Gets Ahead?* is that all the data it uses are at least five years old). But there was insufficient evidence to judge whether the unmeasured background effects also became

less important. Nevertheless, the book says, if we define equal opportunity as a situation in which sons born into different families have the same chances of success, our data show that America comes nowhere near achieving it.

Of course education plays an important role in determining who gets ahead, but Professor Jencks and his colleagues found that higher education is worth much more than secondary school. In fact, they write: "Unless high school attendance is followed by a college education, its economic value is quite modest." If you are not going on to college, finishing high school and getting a diploma is less useful than Americans generally assume.

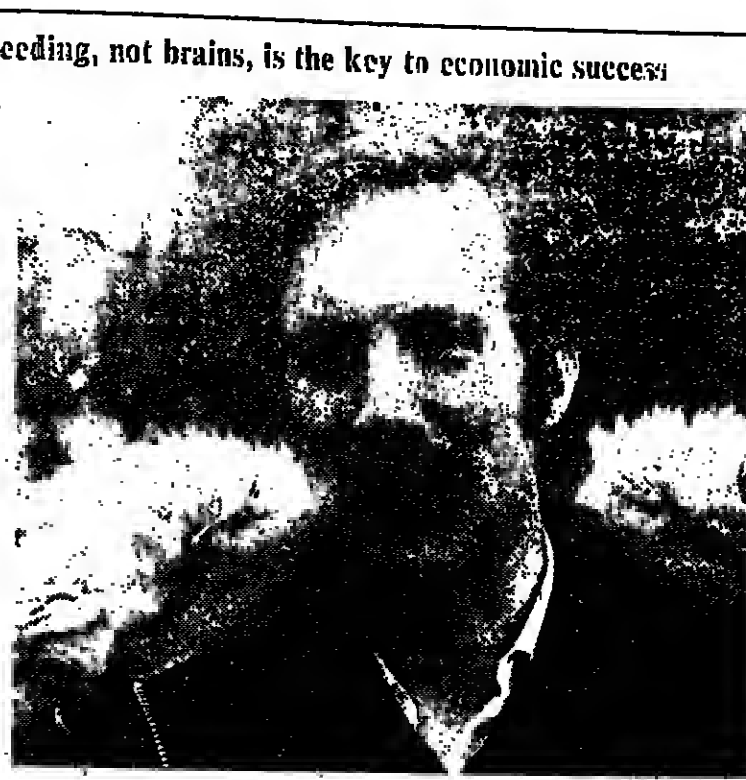
A college degree is valuable. On average it can be expected to add 30 to 40 per cent to a man's earnings, the book says, though it concedes that its data may not take full account of the dramatic expansion of higher education in the 1960s. Looking at personal characteristics and abilities, the Jencks study came to this interesting conclusion that non-cognitive personal traits are just as important for career success as academic ability or cognitive achievement.

A 15-point difference in intelligence test scores will, on average, produce only a 14 per cent difference in lifetime earnings. As the book points out, this is very small compared with the overall earnings gap between rich and poor Americans—the best-paid fifth earn about five times as much as the poorest fifth.

The maximum score for a course would be 100, and the lower scores would vary fairly widely below 25. Alongside the "course score" the certificate should carry a "career entry subject score" which would be calculated on the same unit-score scale as at present, with a unit score per subject of 25 and a standard deviation of 12. This score would be an estimate of the level of performance in the subject as expected of a candidate in a given subject. All students who had sat for the HSC examination in that particular year had taken the same subject.

It is essentially a prediction of probable performance, rather than an indication of actual performance. As such it is of great value, but its distinction between the nature of the "course score" and the "career entry subject score" must be kept clear. Further, the certificate should continue to show an "aggregate score" as at present, based on the best 10-unit scores from the tertiary entry subject scores, and as present the percentile band in which a candidate's aggregate score falls should be given.

The second recommendation has been to put in place a system to deal with the difficulties of implementing the first recommendation. The panel recommends that such "course scores" should be an average of 62 or thereabouts, and a standard deviation of 12.



Harvard sociologist Christopher Jencks: if you are not going on to college, finishing high school is less useful than Americans generally assume.

explained 48 per cent of the variance in men's occupational status (defined in terms of job prestige and earnings, and measured on the so-called Duncan scale).

Looking purely at economic success, the influence of the family is less marked; family background was responsible for 15 to 35 per cent of the variance in men's earnings, the study found. But Professor Jencks turns out to have an extremely broad definition of "family background": "everything that makes men with one set of parents different from men with a different set of parents".

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Marking system is fair—but incomprehensible

Bill Purvis

Marking system for the Australian School Certificate is fair but few people can understand it. However, a special report on the system's marking system recommends no substantial changes, even though two authors, a senior educationist and a senior educationalist, acknowledge the system's complexity.

The Education Department in Sydney has been asked to consider the system's complexity. The Education Department in Sydney has been asked to consider the system's complexity.

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Going the non-competitive way

Will the current proposals for exam reform do any more than tinker with the existing system?

Peter Newell reports on some radical changes going on in Australia

Teachers who are desperate to relieve their school's curricula from the A level stranglehold, and are less than satisfied with the reform proposals which are designed to relax this hold, should take a look at developments in Victoria, South Australia.

There, teachers in two small alternative community schools in Melbourne were sickened, like many of their colleagues throughout the state, by a university dominated Higher Schools Certificate (HSC), which imposed a curriculum and externally assessed their students in a highly competitive way. Many of them found the examination particularly unsatisfactory because it discriminated against minority ethnic groups and working class families. They decided, simply, to drop HSC and seek support from colleges, universities and employers for their own alternative plans and assessed certificate. It was to be non-competitive with students fully involved in course planning and self-assessment.

The late 1960s and early 1970s were, according to Paul Reid, "Tertiary Entrance Project Officer" with the Victorian Secondary Teachers' Association, a "period of ferment, with lots of internal curriculum development in schools, and internal assessment at lower levels. Many teachers came to see that forcing HSC on the end of the secondary school programme was entirely illogical—and that the exam was anyway culturally very biased."

HSC was normally taken as a one-year course in 50 subjects (out of a choice of about 50). The university entrance requirement was normally passes in four subjects, including English.

Dissatisfaction with the HSC was not confined to schools; it was also shared by the universities, many of the other colleges of advanced education, teacher-training institutions, and so on; found it very unsatisfactory both as a selection device and as a predictor of success in advanced studies.

Sydney Road Community School, and St Kilda Alternative School, the first to take the step of dropping HSC, were encouraged by a particular tertiary institution—Parramatta College of Advanced Education, which called a meeting of school representatives to discuss the HSC in 1970.

The first of these was the Tertiary Certificate (TC) group, which was formed initially with six schools. By last summer this had grown to 11, of which three are small community schools, one a small independent school, and the others large urban high schools.

The principles of TC include student involvement in both individual curriculum planning and assessment, and an entirely non-competitive, descriptive approach to assessment. Paul Reid says this at first horrified the universities. But by sticking to their guns, and talking a great deal to parents, employers and all the tertiary institutions, the TC group have achieved a remarkable degree of acceptance.

There are 23 tertiary institutions in Victoria, including four universities. Of those, 14, including three of the universi-

ties, have now accepted STC students. Seven have not been approached, leaving Monash University and one teacher training college that have held out.

While the HSC pass rate in many schools is only 30 per cent, 70 per cent of STC students seeking tertiary places have got them. Many large-size employers—the Army, the public services, and so on—had previously relied on HSC for selection. But great progress has also been made in converting them.

All that development has taken place, sadly, against a background of official harassment and opposition: the director of secondary education for Victoria has sent yearly memos to school principals reaffirming his faith in HSC; and universities, while unofficially sympathetic (particularly within some subject departments), have refused to give any formal recognition.

Those official attitudes are no doubt partly explained by the fact that the STC development has rather eclipsed a government-sponsored plan to reform HSC along rather less radical lines—a two-group examination devised by a new body called the Victorian Institute of Secondary Education (VISE), which is taking over in 1981 from the Victorian Universities and Schools Examination Board which has run HSC.

The Group 1 examination will be similar to HSC, external, open, and assessed. Group 2, will be more school-based in design and assessment, although there is already debate about how much individual schools will be able to contribute to it. Critical teacher observers have already noticed that VISE is putting more time and resources into Group 1, at the expense of the more radical Group 2.

VISE board members have to be fair, shown a keen interest in STC, and were obviously influenced by it in planning their Group 2. But equally, the influence of the Victorian Education Department and university administrations would appear to have diluted the logic of full-scale examination reform.

The STC group has recognised the value of involving external influences in school planning, in particular tertiary teachers and employers. Moderation

is not an appropriate term for a non-competitive assessment, but the six STC consultative committees, covering English, social science, maths, science, commerce and creative arts, do set objectives on expectations and require merits.

Successful completion of an STC programme requires 12 units of study, including three units of English. A unit is one term's work in one subject, and a year's work in a subject counts for three units. Most subjects are accredited for three units, but some shorter courses are also accredited as one or two units.

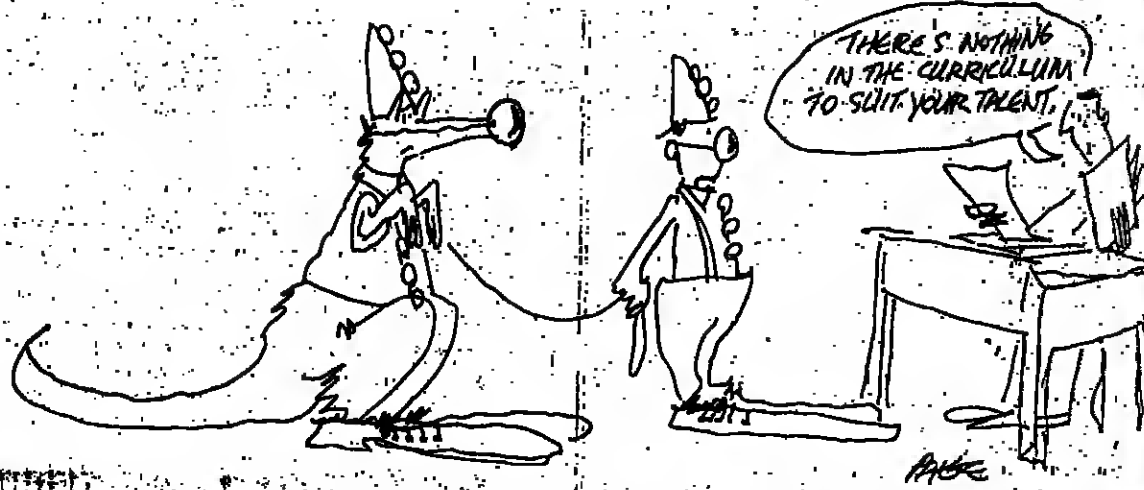
In the introduction to the third edition of the STC Handbook, its editor, Paul Reid, writes: "The handbook is a response to the need for school-based, subject, curriculum, and is evidence of the vitality of secondary education in Victoria, and of the ability of responsible classroom teachers to develop courses to meet the needs of their students, and to prepare them realistically to meet the challenges and demands of a changed and changing economic environment that has profoundly altered the opportunities available to young people."

In 1979 for the first time the Australian Schools Commission, which the handbook previously, much of the support had come from the Victorian Secondary Teachers' Association.

The handbook reviews the criticism of HSC: "It is too narrow, being primarily a university entrance test and far from the real needs of most students; the fixed syllabus prevents students and teachers from taking up topics and subjects of real value in interest to them; and the exam is a hit-or-miss affair."

The development of school-based courses and assessment, on the other hand, "enables teachers to meet the needs of students rather than faceless examiners. They can also teach students to accept a measure of real responsibility by sharing in the planning and assessment of their own courses, thus gaining critical knowledge of their own efforts and awareness of the value of the work done by others."

The principles of the courses have been written into a constitution by the STC Group.



- The content of particular subjects will not be prescribed centrally. Member schools therefore will be able to develop subjects and to create their own syllabuses in existing subjects.

- Student participation in the development and management of the STC courses in the school will be a mandatory element of the courses as a whole, and of each subject.

- Courses will be made up of a minimum of four full-year subjects or their equivalent in shorter units (e.g. 12 term-long units).

- The equivalent of one full-year subject will be devoted to developing English language skills appropriate to the student's aspirations.

- The course should also include work experience or practical experience in a field appropriate to the student's study and/or career interests.

- The group will not use or endorse any form of assessment which grades student against student, or school against school, for the purpose of selection of students for courses of tertiary study or for employment.

- The group will encourage the development of co-operative student-teacher methods of assessment, aimed at obtaining a realistic assessment of the student's capacity to begin a job or chosen course of study at a tertiary institution. Such methods necessarily require a precise statement of objectives before a period of work is begun.

- Courses developed by schools, which have accepted these principles and joined the STC Group are forwarded to the appropriate subject consultative committee, which is made up of staff from member schools teaching in that subject area, with outside advisers. They meet at least three times a term, to discuss course content, methods and assessment, and to examine work submitted by each student. They also discuss requirements or expectations of tertiary institutions, and arrange link-ups and visits between

schools and colleges. They discuss course proposals with schools wanting to join the group, and recommend to the "Group Council" (with representatives from all member institutions) the accreditation of courses proposed by members.

- On completing an STC course, a student receives:
- A STC certificate, indicating subject names and the number of successful units completed.
- Academic subject assessments, providing detailed written reports of the work done in each subject.
- A tertiary recommendation report, if appropriate.
- A student's personal statement, outlining a personal perspective on the student's proposed career, mentioning work experience and so on.
- References.

The STC Handbook gives details of the schools involved, and a brief explanation by each school of how and why they wanted to develop school-based assessment. For example: "Our sixth form course began from the recognition in 1976 that all students were not being adequately catered for by HSC. The system was not flexible enough to cater for this variety of needs and backgrounds of the students (Pleminington High School)."

"Competitive assessment is not used or endorsed at any level at Sydney Road Community School. It is expected that learning will take place in co-operative and supportive groups, aiming to help every member, succeed to what he or she wants to do."

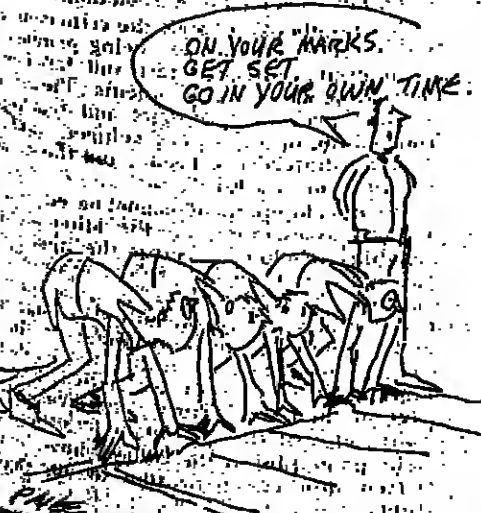
"In Year 12, that principle is welded to the notion of standards by a system of regular self-assessment, group assessment and teacher assessment of students' work. Twice a term, specific goals for each subject are decided on by students and teachers, and at the end of each six-week period students' success in achieving those goals is evaluated. That results in extended discussion of aims and achievements and written assessments by both teacher and student."

"An integral part of our school's philosophy is that we do not support competitive assessment of students. We believe that the 'successful' sixth year student is one who has satisfactorily completed the year, having engaged in a wide range of tasks (including his/her literary and methodological competence, involvement and participation in this initiative and management of activities, and contribution to the general functioning of the school community" (St Kilda Alternative School).

The Handbook also contains course outlines within each of the subject areas, covering aims, content, organization and methods of assessment.

It will be interesting to see how the relationship of the STC Group to the new VISE-sponsored Group 1 and 2 courses develops. There seem to be two views within STC schools. One can see the enormous advantages for official, tertiary and employer recognition of allowing STC to be absorbed in the new Group 2 proposals, perhaps pushing VISE into a more radical stance in the process.

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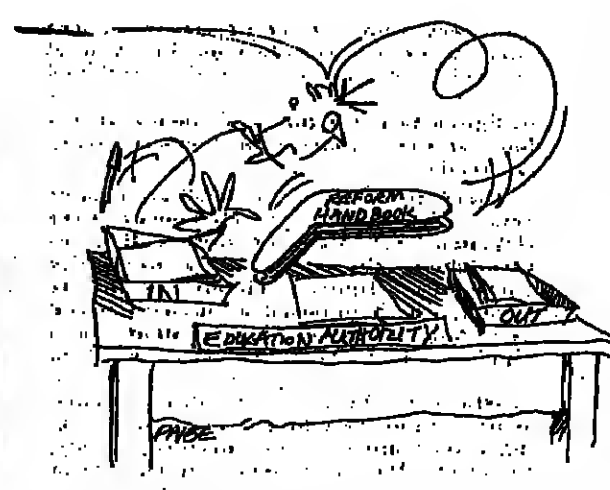
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nition by any such absorption. All, of course, see the value of keeping closely in touch with VISE and with all tertiary institutions, and continuing to promote the logic of the STC principles.

The stunted growth of school-based Made 3 Certificate of Secondary Education (CSE) courses in Britain, and the continued dominance of "O" level and the similar Made 1 CSE, should make the STC schools wary of departing from their principles.

The implications of STC for frustrated British secondary teachers are obvious. You do not have to wait for the Schools Council or HMI or DES to stumble towards minor reforms of the existing stranglehold.

You just have to swallow hard, and then start to gain the approval of students, parents, college teachers and employers for school-based, non-competitive assessment. The Victorian experience suggests that such a move could prove to be a breakthrough.

There are, of course, already some embryonic moves to explore similar alternatives, to external exams, often based on pupil profiles, and many individual teachers, and even schools, would support the STC principles. Some of them have come together to examine the various proposals and to encourage further experiment.

PRISE (Programme for Reform in Secondary Education), recently held a conference in Oxford, and a further one is planned this year, when it is expected that individual schools and further education colleges will be submitting plans for implementing non-competitive certification schemes, similar to the STC approach.

It remains to be seen whether they will have any success in persuading universities, colleges and polytechnics or large-scale employers to look on them other than sceptically.

Peter Newell is director of the Advisory Centre for Education, London. Paul Reid can be contacted at 35 Elizabeth Street, North Richmond, Victoria 3121, Australia.

The Secretary of PRISE is Zoh Image, c/o Camden and Westminster Teachers' Centre, 100 Stanhope Street, London NW1.

books

A black and white illustration of a man from the back, wearing a wide-brimmed hat, a heavy coat, and trousers. He has his hands on his hips and is looking towards the right. The style is reminiscent of a woodcut or a detailed line drawing.

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Authors: Jessica Reid, former Senior Lecturer in Educational Sciences, University of Edinburgh, and Joan Low, Principal Primary Adviser for Lothian Region.

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Geoff Tomlinson on junior fiction

Arabel and Mortimer. By Joan Aiken. BBC and Jonathan Cape £4.95. The Fatted Dwarf of Noeegny. By Paul Biegel. Blackie £3.95. Princess Pruneface. By Michael Albert. Corgi £3.95. Captain Calweb and The Amazing Cloud. By Gordon Bashell. MacDonald and Jones £3.95.

Even the simplest of Joan Aiken's books exhibit frequent random proofs of the dynamic qualities of her imagination and intelligence. *Arabel and Mortimer* holds these qualities in a perfect state of balance. Her imaginative gothic humour ensures that something excitingly diabolical will continue to happen to Mortimer the raven, while a steady flow of dead-pan humorous detail provides incidental entertainment on the way. There is a sense of a very real background in her stories that provides the perfect setting for Mortimer's impossible escapades.

Why does my teenage son disappear upstairs with *Arabel and Mortimer* as soon as I put it down? One reason is that he's heard Bernard Cribbins reading the stories on Jackanory, but the other is that Mortimer himself, with his battle-cry of "Nevermore!" has the makings of a folk-hero or cult-figure. What lesser character could strike a lawn-mower full-speed into an Arthurian excavation and smash the round table to smithereens, or wrap giraffes' necks round a spiral staircase?

As for Miss Aiken's intelligence, it is evident on every page; in the skill with which she avoids writing down to her readers (of whatever age), the faultless chastity of her narrative style, and her ability to capture or parody nuances of social,

regional and occupational speech. For those familiar with the causes and symptoms of politeness, how about inter-city as a disease caught by travelling on a train with a pet rooster?

Of course none of this matters to Joan Aiken's infant/junior readers. *Arabel and Mortimer* is obviously such a well-meaning and respectable person and Mortimer is simply shocking. In fact he's rather like the naughty little boys that good little girls scold and giggle about—only 10 times worse: "Will any member of the crew or passenger seeing a large raven who doesn't answer to the name, Mortimer, and is apparently working in his sleep and searching for a green tie, please contact Miss Arabel Jones."

On the other hand, when the clips are down, he can help catch a pair of midnight animal-enchanted at the zoo—wish he celebrated imitation of a police-car siren.

The same fabulist blend of on-

The plot is the usual life-or-death plot: William, the Deputy Under-gardener's nephew, has cured the ugly princess, but comes a prince and marries her. This is potentially boring, as it should be. But there are characters, including two very kings and an Ogre who SPEAKS CAPTALS. The Wizard of Mountain has a splendid sense of humour, with an alchemical sense of appointment only... "I'm old and deaf assistant, blagging an alphabetical cross-reference of spells—Pruneface, see AFFINATIONS OF PRINCES."

As you read, you have a feeling you might have read before, but a long time ago. The stories were almost as good as in any case you'll certainly have read it again.

If *Princess Pruneface* is modern fairy-story then *Arabel and Mortimer* is



Mortimer finds an original place to keep crabs. One of Queen's many humorous illustrations for *Arabel and Mortimer*.

rapamorphism characterizes Paul Biegel's dwarfs of *Noeegny*. In this latest translation Virgil, the fastest dwarf sets out to sea himself in a looking-glass, has various mouse-like adventures on the way, and returns, a happier and wiser dwarf, in the knowledge that "I don't need a looking-glass to show me what I'm thinking. I don't need a looking-glass at all."

On the way to this self-knowledge, Virgil scores the wit out of various unbelieveable humans ("People, they can't believe..."). A lorry-driver sees him in the driving-mirror, the kitchen-staff see him as a succubus hopping across the kitchen-floor, and a whole party of wedding-guests watch him crawling through the icing and coffee-cream on the wedding-cake before they bail for the door. Mortimer would have approved.

Princess Pruneface, by Michael Albert, is unquestionably a fairy-tale, set in those never-never days "when almost anyone with a castle could set up as a king and start his own little kingdom." But like the other books under review its humour is decidedly modern.

For all seasons

Philip Sauvain

The Twelve Months of the Year. David and Charles £5.95 and £3.95.

This is a very shonky book, for although it has a detailed text, it is not a very good one. The text is not a very good one. The text is not a very good one.

Superb illustrations dominated attractively laid out pages—especially the 12 double-page full-page illustrations for each month, by Benk Slipper. These are a most attractive format and are worth the modest cost of a paperback edition. As a source for primary for seasonal learning, *The Twelve Months of the Year* could hardly be bettered.

Other people

by Heeks on information books

with a footballer. By Allan Clarke. Haddrell. £2.55 each. Inside a garage. By Colin Clarke. Haddrell. £2.55 each. Inside a public library. By Colin Clarke. Haddrell. £2.55 each. Inside a church. By Colin Clarke. Haddrell. £2.55 each. Inside a factory. By Colin Clarke. Haddrell. £2.55 each. Inside a motorway. By Tam Clarke. Haddrell. £2.55 each.

The Wayland Group won the Junior Information Book award and promised even better ahead for their readers as they directed their efforts to push forward, reliable information publishing.

Two little books, review set by the use of a dictionary, are well written, to help in reading "What is it really?" "What is it really?" "What is it really?"

These are, of course, over-ambitious, but at least the new series from Wayland is welcomed as keeping up with current understanding of child-approach to information.

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New departures

Philip Sauvain

David Statters. £2.55. In the Zoo. (Starters Facts.) £2.55. By Jenny Vaughan. £2.55. From Africa. By Clive Statters. £2.55. Space Monster. By Holly Statters. £2.55. The Flying Car. By Su Swallow. £2.55. The Danger. By James Statters. £2.55. The Danger. By James Statters. £2.55.

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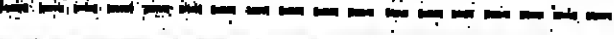
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Stage 3 12 The Flying Day 13 The Flying Day 14 The Flying Day 15 The Flying Day 16 The Flying Day 17 The Flying Day 18 The Flying Day 19 The Flying Day 20 The Flying Day 21 The Flying Day 22 The Flying Day 23 The Flying Day 24 The Flying Day 25 The Flying Day 26 The Flying Day 27 The Flying Day 28 The Flying Day 29 The Flying Day 30 The Flying Day 31 The Flying Day 32 The Flying Day 33 The Flying Day 34 The Flying Day 35 The Flying Day 36 The Flying Day 37 The Flying Day 38 The Flying Day 39 The Flying Day 40 The Flying Day 41 The Flying Day 42 The Flying Day 43 The Flying Day 44 The Flying Day 45 The Flying Day 46 The Flying Day 47 The Flying Day 48 The Flying Day 49 The Flying Day 50 The Flying Day 51 The Flying Day 52 The Flying Day 53 The Flying Day 54 The Flying Day 55 The Flying Day 56 The Flying Day 57 The Flying Day 58 The Flying Day 59 The Flying Day 60 The Flying Day 61 The Flying Day 62 The Flying Day 63 The Flying Day 64 The Flying Day 65 The Flying Day 66 The Flying Day 67 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extra

The Renaissance for juniors and other tales

Henry Pluckrose describes the background to some of the series which he has written and offers advice to aspiring authors

It was in the early sixties that I began my career as a freelance writer. My first article was the result of an invitation I received from the editor of the weekly magazine *Teachers World*. In a brief telephone conversation he told me that he wanted 400 words, a picture and a diagram within four days, concluding with the hope that my efforts would make a lively page. Flattered, I accepted and then struggled to meet what was to prove an impossible deadline. The words just would not come, every idea I had ever had about children's art seemed inappropriate (or plain boring) when I came to write about it... and until I wrote something how could I involve the photographer who had been commissioned to "stand by and work as instructed"?

Summoned to the editor's office to explain my failure, I remember musing that writing was rather harder than I had thought it would be. My excuse seemed hollow and

gems. Yet the disciplines of coping with deadlines and writing to a predetermined length proved excellent training. With some 70 books behind me (and several yet to come), I have learnt a little of what publishers of educational material need of their authors. Moreover, I hope that in sharing my experiences some letter-day Unstead will emerge to inspire the next generation of publishers to produce more exciting packages than they have managed hitherto.

Package. It is a dull, commercial word, smacking of the counting house rather than the library or the infant's reading corner. But package aptly describes how the commissioning editor of the publishing house will evaluate your manuscript. How large is the market? Does it meet a demand? Is it in keeping with current educational practice? Has a book covering a similar topic already been produced by another publishing house? Looked at in this way your idea of a brilliant explanation of the Renaissance for the

costs from home sales, their profits coming from its sole overseas. This almost automatically alters a writer's style and can reduce local colour in a book considerably. Recently, for example, I was preparing an information book on "Transport" for children of pre-school age. As the colour plates were likely to be purchased by publishers in Canada, US, Sweden and Germany, I needed



Line drawing from Let's Use the Locality for use as a visual aid in the classroom

to include examples from each country. On the day the text was finished I received a note telling me that Finnish rights had been negotiated—and requesting that I now make use of a photograph of a Finnish passenger plane landing at an unpronounceable airport on the Russian border. Obviously the possibility of an overseas market will mean that some books can be published even though home sales may be small. Conversely it also means that before a publisher commissions yet another book on "Norman England", planned and written for five-year-olds, of average ability attending a typical village school in Sussex (or Westmorland) he will need to assure himself that it will sell widely enough to meet all its production and marketing costs (and make a small profit from home sales).

If, at this stage, financial restraints make publication somewhat of a risk, two other aspects of the educational market may influence the final decision. Can the material to be published be sold in any other way—for example as work cards, wall charts or as slides supported by a cassette? Alternatively, can the material be published and the line drawings and photographs and text be sold separately? In some other process of development, taking examples from the list of Mills and Boon of 1970 I was commissioned to

write an historical source book for teachers ("Let's use the Locality"). It sold reasonably well and prompted the publishers to explore the possibility of producing a series of visual history books for children of junior and middle-school age. To this end I prepared a dummy on the parish church (full text supplied, possible photographs and line drawings in rough). Could this basic approach be applied to the topics as varied as the Sea Shores, Castles, London, Farms, Houses, Roads...? Several experienced writers were invited to discuss the idea and the On Location series was born.

Each of these books was based upon the original church "dummy" format, page size, style, illustrations, material. The writers who worked with me were certainly allowed to prepare their own manuscript but within very clearly defined restraints. The market had been determined. Their task was to write for it.

The series sold in its own right and at the same time encouraged teachers to turn to "Let's use the Locality" for ideas on further historical research. Each book (there were 16 in all) consolidated the others in the series and individual titles were purchased by schools because their absence spoilt the usefulness of the set (as well as the general appearance of the library shelves).

At one stage we considered extending the concept of On Location



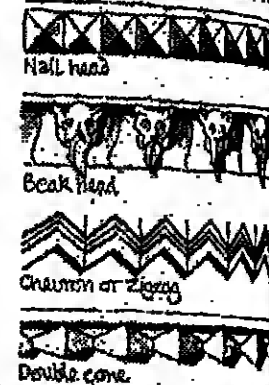
Contemporary design tends to emphasize photographs rather than line drawings. The Nether church of St Mary and St David, Kilpeck, Herefordshire (History Around Us—Saxon and Norman Britain) Photograph and drawings by kind permission of Mills and Boon Ltd

to environmental and scientific topics under a new series title "In Habits". The economic climate, however, was unfavourable and the idea died. On Location, however, survived. We now had 16 books and over a thousand pages of photographs and line drawings. Repackaged, with a short rewritten text, here was sufficient material for a book which would appeal to many English-speaking tourists. The result was *Seen in Britain*, an adult travelogue composed entirely of selected pages of illustrations from the books we had designed for children.

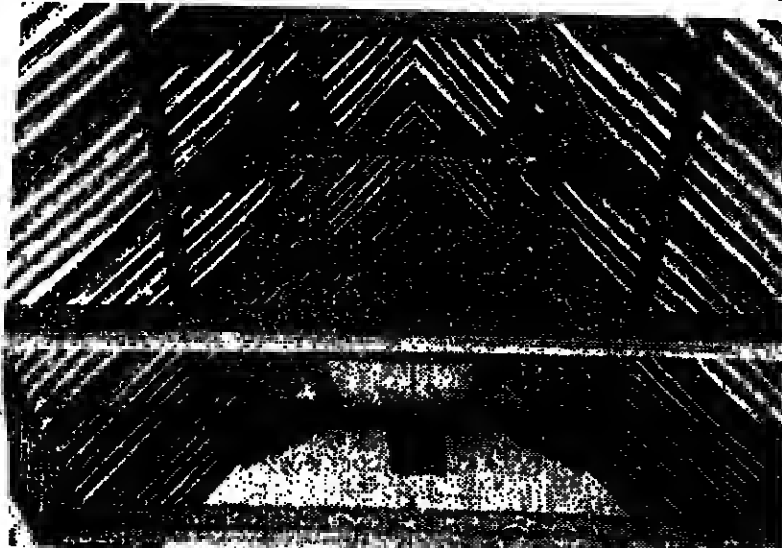
Although this particular batch of books is nearing the end of its sales life, they have so encouraged the publishers (and their authors) that a new generation of historical books are in the process of being written. The series has produced a number of pieces that children can visit and artifacts they can handle. The line drawings of On Location are a good example of this. They are simple, clear and more widely acceptable than the more detailed illustrations of the past.

I have dwelt upon this personal experience at some length because it illustrates an important aspect of writing for children. Publishers are looking for something that will guide them and to work with. They are looking for a package that will make a market for their books. They are looking for a package that will make a market for their books. They are looking for a package that will make a market for their books.

Personally I would back the aspiring author to produce a manuscript in the hope of a publisher. The idea might be feasible but the packaging costs are much upon the publisher.



A detail from *Seen in Britain*, an adult coffee table book composed entirely of material previously used in On Location. It is nothing harder than writing a full-length book then having to rewrite it to meet a slightly different market, or reshape it so that it includes photographs or line drawings. The drawings, though initially planned, are not successful. The book does not depend upon the author, who houses survive and flourish. They employ editors who stand their market and an



Photographs can encourage children to look for details. The tie beam roof in Charing Church, Kent (On Location 1, Churches)

feeble. "Ah", he remarked, as he simultaneously corrected some galleys, drank coffee and phoned Brighton, "most teachers think there's a book in them. Too much essay writing at college makes for conceit... there doesn't even seem to be a single page in you! Try once more. Begin with a picture and work backwards." He then dismissed me.

The article I eventually submitted and the ones which followed certainly were far from literary

under-sevens through specially commissioned, coloured photographs and extended captions begins to appear mildly hilarious.

Let us assume, however, that the initial submission has found favour and the synopsis (brief outline of the book) has been provisionally accepted. Are there other considerations which may affect its eventual publication?

One very important aspect of modern publishing is the sale of overseas rights. So important is this aspect of marketing that editors and publishers must meet production



Turn the page to learning and fun with
TURNING POINTS
by ROBERT and MELBA UPDEGRAFF

Our new series of brief but information-packed topic books on the physical sciences, history, geography, and art. Each book is designed to be used as a reference work or as a starting point for further study. The books are written in a clear, concise style and are illustrated with many photographs and line drawings. They are suitable for use in schools and homes.

Books in the series:

- Books 1-10: The Physical Sciences (Physics, Chemistry, Biology, etc.)
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- Books 21-30: Geography (Physical, Human, etc.)
- Books 31-40: Art (Painting, Sculpture, etc.)

Each book is 128 pages, 10 cm x 15 cm, and contains 100 illustrations. They are available in paperback for £1.95 each.

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THE TIMES
Educational Supplement

1. The following table shows the number of people who have been convicted of a crime in the United States since 1970. The data is presented in millions of people.

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WILL PALACE SQUARED.

DERBYSHIRE
COUNTY COUNCIL.

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 Educational Consultant; 400
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 required for September.
 Ability to teach up to C.S.I. Aug
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 Applications by letter no later
 giving curriculum vitae, together
 with the names and addresses of
 two professional referees should be
 sent to the licendmaster as soon as
 possible.
 Further details may be obtained
 by telephoning the school.

DERBYSHIRE
WILKINSON SCHOOL
Common Lane, Shirleybrook
Mansfield, Notts. N19 8QF
1,600 pupils on roll; mixed
comprehensive
Required for April, temporary
permanent TEACHER of SCIENCE
for Lower School (Years 1 and 2).
Applications by letter with
curriculum vitae and details of
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school (S.A.E.).

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Term 1980. Design based

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as an advantage.

TEACHER OF BIOLOGY
scale 1, required as soon as


O' level/C.S.E. and Junior
Outfield Solence; Good lab-
oratory facilities.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion. The number of people aged 65 and over is expected to increase from 200 million to 400 million. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion.

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20	98	10
30	99	15
40	100	20
50	100	25
60	100	30
70	100	35
80	100	38
90	100	40
100	100	42



Havering

TEACHER OF BIOLOGY

Scale 1, required as soon as possible, to teach the subjects of O' level/C.S.E. and Junior Nuttall Solomons. Good laboratory facilities.

DUBAI COLLEGE INTERNATIONAL SENIOR SCHOOL

A private school to British style and standards, with 200 plus pupils, offering a wide range of facilities, including a new and extensive purpose-designed buildings, University of London O-level and A-level, plus a full range of sports and recreational facilities.

We need, for September 1980, up to expansion the following staff:

Post No. Subjects (Assistant staff)

21. Main BGC Course Computer Specialist
22. English Junior forms
23. Languages French with some German
24. Arabic, TAFE and Culture
25. Science Junior Forms. Bio/Phys/Chem specialist
26. Art Specialist/Forms
27. General Subjects Junior Forms
28. Science O and A level Biology
29. Music Head of Department Strings specialist
30. PE Ed (O/A level) Good water sports

Applicants must have British University degree (and) POE, and experience preferably in private education.

Single or teaching couples only age 25-35.

Salaries equivalent to £5,500, tax free. Plus free furnished accommodation, return air fare, clothing and baggage allowances, 2-3 years contracts.

Interviews in London in mid April.

Reply to Headmaster, Dubai College, P.O. Box 377, Dubai, U.A.E. as soon as possible, with full CV and photograph.

OVERSEAS Appointments continued

FINLAND INTERNATIONAL SCHOOL OF

Applications are invited for the post of Headmaster/Headmistress for the International School of Finland, Helsinki, Finland. The school is a co-educational school, offering education from nursery to O-level. The school is currently seeking a Headmaster/Headmistress who will have a minimum of 10 years' experience in co-educational schools, and will be responsible for the overall management of the school, including the staff, the curriculum, and the financial aspects of the school. The successful candidate will be required to have a good knowledge of the Finnish language and a good understanding of the Finnish educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Finnish Educational Board, P.O. Box 100, Helsinki, Finland.

THE BRITISH COUNCIL

British Council is seeking applications for the post of Headmaster/Headmistress for the British School, London. The school is a co-educational school, offering education from nursery to O-level. The school is currently seeking a Headmaster/Headmistress who will have a minimum of 10 years' experience in co-educational schools, and will be responsible for the overall management of the school, including the staff, the curriculum, and the financial aspects of the school. The successful candidate will be required to have a good knowledge of the British educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the British Council, P.O. Box 100, London, U.K.

KENYA

Kenya is seeking applications for the post of Headmaster/Headmistress for the Kenya School, Nairobi. The school is a co-educational school, offering education from nursery to O-level. The school is currently seeking a Headmaster/Headmistress who will have a minimum of 10 years' experience in co-educational schools, and will be responsible for the overall management of the school, including the staff, the curriculum, and the financial aspects of the school. The successful candidate will be required to have a good knowledge of the Kenyan educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Kenya Educational Board, P.O. Box 100, Nairobi, Kenya.

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SURINAM

Surinam is seeking applications for the post of Headmaster/Headmistress for the Surinam School, Paramaribo. The school is a co-educational school, offering education from nursery to O-level. The school is currently seeking a Headmaster/Headmistress who will have a minimum of 10 years' experience in co-educational schools, and will be responsible for the overall management of the school, including the staff, the curriculum, and the financial aspects of the school. The successful candidate will be required to have a good knowledge of the Surinamese educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Surinam Educational Board, P.O. Box 100, Paramaribo, Surinam.

THE GAMBIA

The Gambia is seeking applications for the post of Headmaster/Headmistress for the Gambia School, Banjul. The school is a co-educational school, offering education from nursery to O-level. The school is currently seeking a Headmaster/Headmistress who will have a minimum of 10 years' experience in co-educational schools, and will be responsible for the overall management of the school, including the staff, the curriculum, and the financial aspects of the school. The successful candidate will be required to have a good knowledge of the Gambian educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Gambia Educational Board, P.O. Box 100, Banjul, Gambia.

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GABBITAS-THRING OVERSEAS CHILDREN'S SCHOOL

COLOMBO, SRI LANKA

HEADSHIP

of this co-educational school, which provides education from nursery to O-level for expatriate children. Currently there are 450 children of various nationalities enrolled.

Applicants should be graduates with sound experience of both primary and secondary education, preferably in a multi-cultural environment. Supervisory and administrative experience would be an advantage.

Benefits include a 3 year contract, a free paid leave journey and medical insurance. Accommodation is provided.

Salary is negotiable to £11,000.

For further details and an application form, please contact: Mrs. J. Longworth, Advertised Post Department, Gabbitas-Thring Services Ltd., 8, 7 and 6 Seckville Street, London W1X 2BR. Tel: 01-734 0181.

ITALY-MILAN

The Sir James Henderson School

Headmaster: E. F. Foss, OBE, BA

Invites applications from teachers of

HISTORY

up to 'O' and 'A' level for September 1980. The successful applicant will be in charge of HISTORY throughout the senior section of the school and will be required to offer a supporting subject, preferably English or Economics. The school is co-educational and has 350 pupils, 125 of whom are in the senior section in a separate building. It is on the lines of a British Independent School. English is the medium of instruction. Salary offered on a scale between £6,000 and £8,500 per annum, plus pension and other benefits. For further information and an application form, please contact: Mrs. P. B. Arnold, Advertised Post Department, Gabbitas-Thring Services Ltd., 8, 7 and 6 Seckville Street, London W1X 2BR. Tel: 01-734 0181.

KINABALU INTERNATIONAL SCHOOL

EAST MALAYSIA

Required for September 1980, a qualified

PRIMARY TEACHER

for 7-8 year age range, in this small, private independent school of approximately 100 pupils. The school is co-educational, mainly British/Australian English speaking. Applicants should have had a minimum of 3 years' experience.

Benefits include a 2 year contract, housing at nominal rent, medical insurance and optional savings scheme. There are small classes and a wide range of educational equipment. School is situated on a beach in pleasant grounds. A social post for responsibility for recreation available for suitable candidates.

Salary range from £3,880 to £4,320 per annum, with annual scale increases. (Currently under review).

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CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

CASTLEFORD AREA OFFICE

SENIOR EDUCATION

WELFARE OFFICER AP5/SO1

£5,220-£6,080

Applicants must hold the Certificate Qualification in Social Work for equivalent. To supervise the work of a team of Education Welfare Officers initially in the Castleford Area Department, is essential.

Removal and disturbance allowances and assistance with legal expenses are available in approved cases.

Requests for application forms (accompanied by a s.a.e.) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to be returned by 19th March 1980.

DUBAI, UNITED ARAB EMIRATES JUMEIRAH ENGLISH SPEAKING SCHOOL

Required from September, 1980

ASSISTANT TEACHERS

The school was established in September, 1975, and has a roll of 100 children between the ages of 4 and 11, the majority of whom return to boarding schools in the U.K. and are mainly the children of British and European expatriates. The aims of the school are directed towards the preparation of the pupils for their future academic careers.

The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are purpose-built and situated to the rear of the school, and are of modern primary education. Each classroom has a movable screen, which can open on to the central area in each unit.

The sports facilities comprise a hall/gymnasium, swimming pool and two playing fields. An administration block completes the complex.

Applicants should have a high personal commitment to good educational practice, a wealth of professional experience, and a minimum of three years' teaching experience.

CONDITIONS OF SERVICE

Salaries are based on an overseas allowance and an O-level contract salary. Free furnished accommodation including electricity is provided. An annual return air passage to U.K. and initial immigration baggage allowance of £400 is provided.

For single, male or female U.K. trained and qualified teachers apply.

Interviews will be held in London during the first week of April, 1980.

Please apply in your own handwriting, with a full curriculum vitae, including a recent photograph and the names of two referees to: Miss R. Blue, The Headmistress, Jumeirah English Speaking School, P.O. Box 4042, Dubai, United Arab Emirates.

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Administration Local Education Authority

CHESHIRE

CHESHIRE COUNTY COUNCIL is seeking applications for the post of Assistant Manager for the Cheshire County Council Education Department. The successful candidate will be responsible for the overall management of the department, including the staff, the curriculum, and the financial aspects of the department. The successful candidate will be required to have a good knowledge of the Cheshire educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Cheshire County Council, P.O. Box 100, Chester, Cheshire.

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METROPOLITAN BOROUGH OF ROTHERHAM

ED. 56 EDUCATIONAL PSYCHOLOGIST

Salary: £7,218-£9,282 p.a.

Must be well qualified with an Honours Degree in Psychology, teaching experience and post-graduate training in Educational Psychology.

The successful applicant will become a member of a team of six, including the Principal Psychologist. Opportunities to gain experience in all aspects of Educational Psychology in Primary, Secondary and Special Schools, and in the work of the Child Guidance Service. Essential user car allowance. Agreed scheme of removal and lodging allowances in appropriate cases.

Closing date: 21st March, 1980.

Application forms available from The Principal Appointments Officer, Council Office, Grove Road, Rotherham, Rotherham S80 2BS. Telephone Rotherham 63271, ext. 28. B. W. Ellis, Director of Personnel Resources.

General

ASSISTANT MANAGERS FOR SPORTS CENTRES

The London Borough of Haringey is seeking applications for the post of Assistant Manager for the Haringey Sports Centres. The successful candidate will be responsible for the overall management of the centres, including the staff, the curriculum, and the financial aspects of the centres. The successful candidate will be required to have a good knowledge of the Haringey educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Haringey Sports Centres, P.O. Box 100, Haringey, London.

EDUCATIONAL PSYCHOLOGIST

The London Borough of Haringey is seeking applications for the post of Educational Psychologist. The successful candidate will be responsible for the overall management of the department, including the staff, the curriculum, and the financial aspects of the department. The successful candidate will be required to have a good knowledge of the Haringey educational system. The salary is negotiable, and will be commensurate with experience and qualifications. Applications should be sent to the Haringey Educational Psychologist, P.O. Box 100, Haringey, London.

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CFBT TEACH ENGLISH IN MALAYSIA

This is the second year of the Centre's Scheme with the Malaysian Ministry of Education. Why not join the 44 Centre teachers already teaching English in Secondary Schools in Malaysia?

CFBT provides a complete scheme and teachers can draw on its support as much or as little as they wish. The CFBT Scheme includes:

A full Briefing in Britain for teachers and their families.

A 6-week Orientation Course in Malaysia including a course in Bahasa, visits to Malay villages and detailed guidance on social and professional conduct in the country.

An extensive welfare network including help with finding accommodation, social security and medical benefits and regular meetings of Centre teachers.

Payment of fares and baggage allowances.

Resettlement advice at the end of the contract.

Contracts

Contracts run from 1 November 1980 for 28 months, renewable for a further 12 months.

Salaries range from £407 to £478 per month, with a generous gratuity scheme and of the home country.

Applicants should have:

A University degree

A Post-Graduate teaching qualification.

A minimum of 8 years' TEFL experience, or 5 years' teaching, of which 2 should be in TEFL.

For further details and application form, The Centre for British Teachers (CTBT), Quality House, Quality Court, Chancery Lane, LONDON WC2A 1HP.

Third World Teaching

Voluntary Service Overseas is urgently looking for trained teachers of maths, physics or chemistry to work in challenging posts in Africa, the Pacific and the Caribbean.

Teacher Training/Tertiary

Chancery Lane, LONDON WC2A 1HP.

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